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ABSTRACT

This training course for welfare case aides outlines a process and offers support material in areas in which trainees may need help. Phases of training are: using welfare case aide skills; relating effectively with clients; working harmoniously with staff members; using one's own potential effectively; and relating to the welfare department and the community. Basic social work skills and methods, case aide duties and activities, social services, the observation and evaluation of meetings, criteria for self-evaluation, and steps for helping a group solve a problem, are all considered in detail. Subsidiary training outlines are provided. (LY)

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SASKATCHEWAN NEWSTART

SOCIAL WORK AIDE CURRICULUM

Acad 414 Saskatchewan NewStart Inc.
First Ave. and River Street East
Prince Albert, Saskatchewan

**Trainee
Guide**

NewStart
Case Aide

Trainee Guide

CASE AIDE TRAINING

Introduction

This training course for case aides is designed to be given in conjunction with the NewStart Life Skill Curriculum. This training course will follow the same general pattern as the Life Skill Curriculum by putting responsibility on the trainee for much of the content impact.

The instructor will be a resource person for the trainee to call on when technical assistance on specific skill input is necessary. The instructor will be the trainee's guide through the course and will offer support training when needed.

The trainee and the instructor will share in gaining new insight into what skills are really needed by the case aides. Curriculum will be developed as the course is developed so that the content material is really important to becoming a productive case aide.

This outline is a point of departure for the Case Aide Curriculum. It offers a place to begin and a guide to follow. It offers support material in those areas in which the trainee may need assistance, but more important, it outlines a process.

The training process develops as the trainees develop. As trainees understand more of the process of instruction, they will accept more responsibility for that process. The group and committee methods will be used throughout the case aide training program just as it is being used in the Life Skills Program.

The trainee must consider this training program as his responsibility. This is different from the traditional classroom method where the instructor has most of the responsibility, and the student has little responsibility for instruction. Trainees in this course are accepting a challenge by accepting more of the responsibility for instruction.

Outline

The Trainee Guide offers suggestions and discussion material for the trainee group. The Trainee Guide also includes Reference Materials and Worksheets. These materials are to serve only as an outline and should be expanded by the trainee group. The outline can serve as the foundation for further development of materials and methods for learning to be a case aide.

Training Outline

TRAINING OUTLINE

1. The usual welfare worker has a very busy day. Discuss what a worker does during a typical day. Make and keep a list of duties. Divide the list into those that are like "community oriented" duties, those that are like "clerical", and those that are "client centered."
2. The trainee should discuss the following questions:
 - a. Where can I fit in?
 - b. What duties can I already do?
 - c. Which duties are ones that I do very well? do well? do poorly?
 - d. Which duties should I improve so that I can be of greater help?
3. Information about a welfare worker's day can be obtained first hand by visiting an agency. Trainees should discuss where and how they may go about visiting welfare service departments. Arrange to make a visit and while there, be observant. Note what is going on, what is taking place. Does the welfare worker have time for everyone? Could they use your help?

TRAINING OUTLINE

1. Discuss the ways in which families are the same. Are they similar in the same ways that your group is similar? How are your own families the same? Make a list, using short phrases, of the ways in which all families are similar.
2. Discuss the ways in which families differ. Trainees have already noted the ways they differ from each other. Do families differ in the same ways that individual trainees differ? Make a list of the differences between families. Be sure to include the mental, physical, and emotional similarities and differences in both the above lists.
3. Trainees will see films about families; or bring their own home movies. Discuss the differences among the families in the films. How are the families the same?

TRAINING OUTLINE

1. Trainees will discuss what they think welfare is all about. What are their concepts, or ideals, of welfare?
 - a. Who should receive welfare?
 - b. Does everyone need welfare?
 - c. What is welfare?
 - d. Who should pay for welfare?
 - e. What should welfare do?
2. Trainees should review the reference material and discuss it. How do trainees' views agree or disagree with the reference material? What should be changed?
3. After discussing concepts of welfare and reference material, trainees will make their own list of what they believe basic welfare concepts should be.
4. Trainees will discuss ways in which their own community may, or may not, benefit from welfare improvements.
5. Trainees should now pause and discuss what they have been doing as a group.
 - a. Have I been a good group member?
 - b. Have I been learning?
 - c. How can we improve?

TRAINING OUTLINE

1. Trainees will discuss what "talents" are. Each trainee has many talents of his own. Many of the talents he has will help him to be a case aide.
 - a. Is a talent a native ability?
 - b. Does a person inherit a talent?
 - c. Can a person improve upon a talent?
 - d. Which talents can be useful to a case aide?
 - e. Which talents can be improved by acting as a case aide?
2. Trainees will discuss personality characteristics and what they are. These may be either physical or non-physical, and are what make each person uniquely himself. Each trainee should ask himself "how" he differs from others. How do the trainees' children differ from each other? Trainees will find there will be overlapping in discussing both talents and personality characteristics.
 - a. What personality characteristics will be of help as a case aide?
 - b. Which personality characteristics will not be of help as a case aide?
3. Trainees will make a list of both talents and personality characteristics that would represent an ideal case aide. What would the trainee most admire in a case aide?
4. Trainees will use the above list to make their own "personality profile." Check the list as to the traits you possess. Discuss with other trainees what traits they have, being helpful, rather than critical.

TRAINING OUTLINE

1. Trainees will discuss the experiences they have had with the Welfare Department. They may have had these experiences either as children or parents.
 - a. Was the trainee ever a recipient of welfare services?
 - b. Has trainee ever visited the Welfare Departments on his own?
 - c. How was he treated by welfare staff?
 - d. Was he satisfied with his treatment by welfare personnel?
2. Trainees will make a list of welfare - community relationships.
 - a. How do parents receive information about the Welfare Department?
 - b. Who contacts the parents regarding their children? the case worker?
the department supervisor? the school nurse?
 - c. Is there a recipient-welfare organization and do you attend?
 - d. Who are the welfare officials and what are their names?
 - e. What is the role of the Church in offering welfare aid?
3. Using the above list as a guide, trainees should do some research into the relationships that exist between the Welfare Department and the community. Trainees should visit the Welfare Department, supervisors of various services, administrators, and any organizations that exist. Reports of findings should be made, and a discussion held.

4. A discussion will be held by trainees about the way cultural differences may influence attitudes toward the Welfare Department. Do all families agree on the importance of welfare service?

TRAINING OUTLINE

1. The trainees will make up their own course for the case aide skills. This will be based upon the data collected by the trainees and on what they already know about the role of the case aide.
2. By developing their own course, trainees will learn more about the subjects and appreciate the difficult role of the welfare worker.
3. During "skill" input, video tape will be a valuable tool to use. The trainee, or trainee committee, can video tape their presentation and then critique the presentation with the case aide trainee group. Develop a critique form for each instructional period.
4. It will be important for trainees to use the "skills" learned in the Life Skill Course and in previous case aide sessions, in order to make this portion of the training meaningful. Members will need to accept responsibility for self direction and for group support.

Trainees will need to give each other feedback as to the success of the various sessions and training methods. The question that the group needs to ask repeatedly will be Is What is Going on Here Helpful?.

BASIC SOCIAL WORK METHODS

Social workers who are involved in direct services to clients are either caseworkers, group workers, or community organizers. The overwhelming number are caseworkers who usually work with one person or the members of one family at a time. Group workers offer service primarily to a group of clients, sometimes for the purpose of treating problems like delinquency or mental illness and other times for recreational and educational purposes. They may provide some help on an individual basis to members of the group, but working with the group is their principal method of service. Recently, there has been an increase in the number of community organizers, mostly as a result of the emphasis of the antipoverty programs on social change. Community organizers work primarily with groups for the purpose of social and community change, coordination of social agencies, and community cooperation. Often they offer help to individual members of the organization, but the major objective is to work toward the solution of problems that are experienced by many persons in a community. For example, a community organizer would be more likely to organize all the tenants in an apartment building with insufficient heat than to help just one tenant get heat (except in an emergency).

The values which underlie social work and which have influenced its development have a strong influence on its practices and pro-

grams. Some of these stem from traditional religious beliefs such as a belief in the dignity and worth of the individual and his capacity for growth. There is great stress on the right of the individual to make his own decisions and there is consequently a conscious effort to avoid managing or controlling clients' lives. Clients are to be helped to greater independence rather than increased dependence. Social work values are also closely related to democratic ideals, including the right and responsibility of the individual to participate in the affairs of his community. There is a strong egalitarian (a belief in political and social equality) strain in social work. Indeed, enjoyment of a decent standard of living is viewed as a right of individuals and families. The social work philosophy holds that society should provide a climate which encourages individual growth and development.

LEARNING ABOUT WHAT TO DO AS A CASE AIDE

1. Select the information to be taught and establish an objective.
 - a. What do I want students to do as the result of the training?
 - b. How will I measure if the students learned?
2. Select how the information can best be learned.
 - a. Trial and error.
 - b. Drill and repetition.
 - c. Observation.
 - d. Practice.
 - e. Discussion.
 - f. Other _____.
3. What is needed:
 - a. Reading material as reference.
 - b. Lecture with special skills.
 - c. Movie that could give details.
 - d. Tour to make observations.
 - e. Demonstration of equipment.
 - f. Equipment to practice with.
 - g. Other _____.
4. Measurement of training.
 - a. Can the information be used?
i.e., Can a special Welfare Form be completed, can an
interview be held, can a case be analyzed, can a
book be found, can a family member be placed, etc.
 - b. Will the information be used?

5. Mechanics of the instruction.

- a. How much time is needed to present the material.
 - b. How much preparation is needed.
 - c. Where and when will the instruction take place.
 - d. How many trainees are needed to help with the instruction.
 - e. Other _____
-

INSTRUCTIONAL OUTLINE

1. Material to be covered: _____

2. Method of instruction: _____

3. Instructional aids needed: _____

4. Instructional objective: _____

5. Measurement of learning: _____

OUTLINE GUIDE

1. List all the skills needed by case teacher aides in rank order.
2. Establish which courses should be taught first (this may not be the same as the most important).
3. Assign the material to be covered to various individual trainees and trainee committees (use resources when needed, consultants, books, movies, etc.).
4. Establish approximate dates for the presentation of the material.
5. Allow sufficient time for development of materials and securing resource help by the trainees before the actual presentations.
6. Establish an overall training outline, including topic, time, trainees responsible, location, etc.

TRAINING OUTLINE

1. Trainees will discuss "how" they can tell the differences between families.
Trainees have already discussed "what" these differences are, but how did they know? Was it through their own childhood, their children, their neighbors' children? What makes a person say, "this family is different than that family"?
 - a. What can be learned by comparing families?
 - b. Should a case aide keep a daily diary? Why, or why not?
 - c. Where could a trainee find out what is normal behavior for a child?
 - d. Where could a trainee find out what is normal behavior for a family?
2. Trainees will discuss the many things that influence the behavior of families.
 - a. Does a well child behave like a sick child?
 - b. If a family moves, does it affect a child?
 - c. What if the father doesn't like his son? Or a mother doesn't like her daughter?
 - d. How does a child behave if someone in the family dies?
 - e. What happens to a family in time of trouble?

Trainees will be able to come up with many examples in their own family lives. By sharing these examples, other trainees will have a better understanding of what they may expect in behavior while in the Welfare Department.

3. Parents have responsibilities to children, as children do to parents.

Discuss what these are. As case workers' aides, the trainees will have responsibilities in the raising of many children, and helping families. Discuss what these responsibilities are.

TRAINING OUTLINE

1. Trainees will discuss what changes have taken place in welfare. Changes have taken place since the trainees' own parents were of school age. Trainees will know of changes in the demands of welfare in their own lives.
 - a. How has welfare changed from what your parents had and needed?
 - b. Do children today need more help than before?
 - c. How many more welfare programs are there today than years ago?
2. There are certain requirements in becoming a professional welfare worker. Trainees will discuss what these demands are. Trainees should contact local welfare workers to find what requirements they needed. Have a welfare worker come and talk to the group.
 - a. How many years must a welfare worker attend school? Must he graduate?
 - b. Does a welfare worker have to practice first, before being hired?
 - c. What type of personality should a welfare worker have?
3. A relationship exists between the professional welfare worker and the welfare system. The trainees should discuss what this relationship is like. What should an ideal relationship between welfare worker and welfare system be like?

- a. Should the welfare agency be like a parent to the welfare worker?
- b. How much help should the agency give the worker?
- c. Does the welfare worker need to be loyal to the welfare system?
- d. Should a welfare worker make changes in the welfare system?

TRAINING OUTLINE

1. The case aide most of all works with families. Trainees have key talents that help them relate to families. List the talents that trainees have that will help them work with families.
2. Having talents is not enough for a specific skill job like being a case aide. Are trainees really committed to being a case aide? Trainees have been working with each other for some time; therefore, they have information about each other. Rank order of the group as to commitment to learning to be a case aide.
3. Video tape the discussion that follows the ranking.
 - a. What is going on here?
 - b. How important is the information?
 - c. What do we do with this information?

The trainees should give helpful feedback to other trainees.

RANKING ON COMMITMENT

1. In your training group, who is the most committed to learning how to be a case aide? Include yourself in the ranking.

Most: 1.
 2.
 3.
 4.
 5.
 6.
 7.
 8.
 9.
 10.
 11.
 12.
 13.
 14.
Least: 15.

2. What needs to be done by the group as the result of sharing this information on commitment?

TRAINING OUTLINE

1. The trainees will now discuss "how" a community affects its welfare system. A welfare system reflects what a community is.
 - a. Does the community demand good welfare programs?
 - b. Does the community have sufficient finances to support the welfare program?
 - c. Does the community use its finances for the welfare program?
 - d. Does the community demand welfare help for all age groups?
2. The trainees will develop what they believe a good support community should be. Make a list of all the things you think a community should do for its welfare system. How close does your own community come to this ideal? What improvements can be made?

SOLUTIONS TO PROBLEMS

If a person develops his own plan for solving, or at least dealing with, a problem, he is more likely to feel he wants to carry it out. If he can think out loud with someone he sees as being interested, understanding, helpful, and uncritical, then he will feel better able to explore possible solutions to his problem. One way to develop a plan for dealing with a problem is ask him to think of several ways in which the problem could be handled. If he has left out one that you have thought of, you can suggest it or help him to see it as a possibility. Then you might get him to imagine for himself some of the outcomes or effects of each solution. If he makes the choice himself from among several alternatives, he is more likely to act or to carry out the plan. It is then his plan rather than yours or someone else's.

SOCIAL SERVICES

Whether they work in a large modern office in which hundreds of people are employed or in a dingy storefront office, nearly all social service aides provide or assist in the actual delivery of services. They usually work in a social agency, or a social services department of an institution.

The provision of social services is the response of these agencies or departments to the requests for help of people, usually called clients, who have certain problems that they feel they cannot solve or handle without assistance. Usually, clients do not pay for these services. Instead, the need for services has been recognized by the community and financed primarily through taxes, or less frequently, through private donations.

Social agencies offer concrete or "bread-and-butter" services, like money or housing; they also provide aid in the form of talking or counseling. Actually, the two types of services are seldom entirely separate. For example, people often need considerable counseling when they apply for financial aid to a department of public assistance because they feel defeated, discouraged, or ashamed. A social worker's primary task may be to help them prove their eligibility for assistance--that they meet the various regulations that are required of recipients. But the worker can also, by what he says, by the warmth he shows, and by his interest in the client as an individual, help him to feel better about himself and his problems.

There are many types of problems for which clients seek social service aid. Some of the most common types of problems handled by social agencies are:

1. Housing Problems:

- a. Apartment seeking
- b. Eviction or threatened eviction
- c. Homelessness
- d. Overcrowding
- e. High rent
- f. Vermin or other unsanitary conditions.

2. Economic and/or employment problems:

- a. Insufficient income
- b. Debts, garnishment
- c. Budgeting and money management
- d. Entry into job market
- e. Vocational or job training
- f. Employment barriers
 - (1) Physical handicaps
 - (2) Emotional illness
 - (3) Retardation
 - (4) Prison or narcotic record.

3. Practical-personal problems:

- a. Health
 - (1) Physical
 - (2) Mental
- b. Physical handicaps

- c. Family planning
- d. Child care
- e. School adjustment
- f. Out-of-wedlock pregnancy
- g. Marital
 - (1) Interpersonal conflict
 - (2) Separation
 - (3) Divorce
 - (4) Desertion
- h. Police action
- i. Probation, parole
- j. Family relationships (other than marriage partners)

As we all know, troubles seem to come together as a group of related problems. A breadwinner whose major problem is severe illness may lose his job which will probably cause financial problems. He may, as a result of inability to go to work and support his family, become severely discouraged and depressed. His marital relationship may suffer, and the stability of his home may be threatened. Some of his children, upset by the changes in their home life, may begin to have problems at school, such as truancy or academic failure.

Problems like these have to be considered in relation to such general social conditions as the availability of employment, racial and ethnic discrimination or the quality of education. The lack of a high school diploma, for example, may or may not be a problem, depending on the availability and requirements of jobs in the community. In the past, there was much unskilled work available for persons with little education, but now greater skills and more education are required for many jobs.

Understanding a problem also involves knowing how most people tend to handle the type of situation involved, or what is considered "normal" or customary behavior under the circumstances. For even if we respect the right of people to be different providing that they do no harm to others, their difference or deviance from the normal sometimes becomes a problem because of the way that people in the community regard such behavior. The behavior of certain groups of clients, newcomers from rural areas, for example, may differ from that of the majority of city dwellers. It is important for social service aides to recognize what behavior is considered normal among the group they serve and to help clients handle problems that result from the differences between their customary behavior and that which the community expects.

STEPS FOR HELPING A GROUP SOLVE A PROBLEM

What follows is an example of how you as a worker can insure that a group works together to solve a community problem. We have illustrated these steps with a simple problem, one that does not involve much conflict or controversy. Although you will be working on problems which may be more complicated and more controversial, the steps outlined can help you focus on how to go about helping a group. But they will not insure success, which depends on many factors, some beyond your control.

1. Help the group to spell out the problem -- Fifth and Elm is a dangerous corner; there are too many accidents there; we need to do something about it.
2. Make sure everyone understands the problem clearly -- Does everyone know where Fifth and Elm is? Can you prove that it's a dangerous corner? What facts and figures do you have? What information do you need to make the problem clear? How do you go about getting this information?
3. Help group members decide what result they want -- The group wants the corner to be safe at all times.
4. Think of ways to solve the problem -- Put in a traffic light; put up a STOP sign, make the area a play street closed to traffic; post a policeman at the corner.
5. Check each possible solution and decide which is the best -- (1) A traffic light requires more money to

install than a STOP sign and the city is likely to be in favor of something less costly. (2) If the street is made a play street, the problem is solved only during the day, the business establishments on the block would oppose this move, and their support could be helpful for a different solution. (3) A policeman would only be posted during heavy traffic hours. The danger is there full-time.

6. Select the best solution -- A STOP sign seems the best way to handle this situation and the one most likely to be acceptable.
7. Plan and organize for action -- How does the group ask for a traffic sign to be installed? Who knows the procedures? What information is needed to support the request? Who should be asked to help with the group's effort? Who will be in charge of what? What will the timetable be for the various steps? Do we have an alternative plan if we are turned down?
8. Evaluate progress as you go along -- What steps should be taken according to the plan of action? What steps have been taken? What have been the results? If something didn't work, why didn't it? What changes in plans have to be made as a result of what has happened?
9. Follow-up on the action -- Are people carrying out their responsibilities on time? If the city said it would act, has it done so? Has the group sent letters of thanks to people who are helpful? What did the group learn about getting things done? What should be done differently

next time? What was satisfying? What wasn't satisfying?
Why?

Now take a problem that you will be helping a group to solve,
and try to use this outline as a guide to your activities
with the group. How would you change the guide?

TRAINING OUTLINE

1. Families all react to the community in different ways. Some reactions will be considered good and others as a problem. Trainees will discuss what in the welfare system may be problems to the family. Discuss things that are both physical and non-physical.
2. Trainees should develop an observation form to use for noting families' behavior. The accompanying examples may be used for the whole neighborhood or for the individual family. The trainee should develop a form of his own, adding types of behavior he may have noted. Would certain types of behavior be considered a problem by one welfare worker and not by another?
3. Trainees will visit a family and note the behavior of different family members. Trainees could research a certain family to gain as much information as possible. The trainee will observe the behavior of an individual family, one with problem behavior if possible.
 - a. How did the family behave?
 - b. How did the family react to the welfare worker?
 - c. Did the family get along together?
 - d. What problems are evident?

The welfare department may be able to help by providing some case studies without actual names that could be discussed. Visitation of a family may be difficult. The same form could be used in reviewing a case as when visiting an actual family.

TRAINING OUTLINE

1. The trainees will discuss and analyze what they believe to be a typical Welfare Department. Trainees will make an organizational chart, listing the personnel needed to run an efficient agency: include such persons as the Director, case worker, office help, the janitor, etc. The trainees will then list the functions of each of the persons they have listed. What are the main duties of each person involved in the welfare department?
2. The trainees have visited the Welfare Department, and will have noted the many different rooms. Trainees will be asked to develop a rough sketch of what the floor plan of a Welfare Department should be. The above list of the Welfare personnel and their functions will be helpful in deciding what is needed in the floor plan.
3. The trainees will be instructed in holding a vignette about expectations concerning case aides.
4.
 - a. What does the welfare worker expect of the aide?
 - b. What does the aide expect of the welfare worker?

Trainees will list and discuss the Support Services that a professional welfare worker needs.

Examples: clerical, administrative, health, transportation, financial, etc.

TRAINING OUTLINE

1. Each trainee will make a presentation before the group using any of the various topics as outlined in Phase I. These presentations will be video taped by trainees for playback.
2. Trainees will critique each other's demonstrations as seen on video tape playback. The trainee will develop skill in doing a critique. The presentation and critique are done to help the trainee gain skill and confidence in himself.
3. The trainees will discuss how they feel about the role of the instructor in the group. The trainees will then discuss how they think they, as case aides, will be seen by the families they serve.

TRAINING OUTLINE

1. Trainees will discuss what effect, if any, they believe client pressure can bring to bear on a welfare agency. Perhaps some trainees may have been members of groups that brought about changes. What changes can clients or the community make on the Welfare Department?

- a. Could welfare services be changed?
- b. Could a new office be built if needed?
- c. Could welfare workers' salaries be changed?
- d. Could reporting be changed?

Trainees will discuss where and how they could make their wishes known concerning the Welfare Department.

2. Trainees will discuss whether they should belong, as case aides, to community groups. Should case aides attend group functions regularly in order to meet clients (families that receive welfare services)?
3. Trainees will discuss what clients have a right to expect of them as case aides. Families trust the welfare worker to do what is right for them. What should they expect of those to whom they give this trust?
 - a. Should the client expect the case aide to set a good example?
 - b. Should the client expect the aide to like the family members he works with?

The trainee should ask himself what he or she as a client would expect of a case aide. The trainee will also discuss what he or she as a case aide should expect of a family needing welfare services.

OBSERVING A MEETING

Observing a meeting is important for several reasons. First, it helps you develop the skills needed to organize a meeting. It also may give you some clues about how a certain group or certain community residents behave at meetings. If you have to participate in a meeting, you can better gear your remarks to the style they're accustomed to. It would be helpful for you to attend a variety of community meetings as an observer with your supervisor or with a person who is experienced in running or helping to organize meetings; this way you can ask questions on the spot.

Here are some of the things to look for when observing a meeting; they more or less suggest some guidelines for a successful meeting, as well.

1. Were people friendly or unfriendly? Was there much talk among people before the meeting started? Did guests and new members feel welcome?
2. Was the meeting a suitable length, or too long?
(Meetings are seldom too short!)
3. Was there a written agenda? Did everyone get a copy?
Was there an orderly presentation of business?
4. Did the officers seem well prepared?
5. Did everyone get a chance to have his say or did one or two people dominate the meeting?

6. Did members have an opportunity to propose and vote on their own motions, or was action already decided by the officers?
7. Were things accomplished? Were decisions made or left undecided? Were decisions railroaded through without sufficient time for members to think about what was at stake?
8. Were people chosen or elected to do jobs and report at the next meeting?
9. Did discussion stick to the matter at hand and move toward a solution?
10. Was there an agency worker (like yourself) present? What was his role? Did he take over the meeting or did he let the chairman run the meeting? Did he step in at the right times to help the members over the rough spots, offer advice, information, etc.?

There are only a few things to keep in mind when observing a meeting. What are some of the other items you would want to watch for?

UNIQUENESS OF EACH PERSON AND PROBLEM

Aides are selected because of their natural concern for people and their ability to convey that interest to people. But it is easy to become bogged down during the day's work and to treat someone as if he and his problem were a routine matter. Remember that no one's problem is ever routine to him. One way to maintain your basic attitude of interest is to remind yourself that there is no routine person or problem. Every problem is unique and has its own little twist, despite the fact that its general outlines resemble many other stories you've heard.

We live in an age of communication. Words and pictures are sent around the globe in seconds. But unless people understand what is being sent or said, they will never understand each other. There is a great difference between expressing a meaning and communicating a meaning. It is not enough for the worker's words to be understood; it is vital that they be understood as they were meant.

It is easy to forget that the same words have different meanings to people of different backgrounds. Then, too, it is often not the words as much as the implication of the words that must be made clear. An example of confused meanings is the different meaning which the phrase "lower class" has to social workers and their clients. To the professional, it has a particular factual meaning; it refers to persons with low income, and

limited formal education. To others, especially those who find themselves referred to as "lower class," it may suggest or imply inferiority, poor moral standards, and inadequacy. Workers may also find that the word, marriage, must be used with caution. For instance, to be asked the question, "Are you married?", a seemingly matter-of-fact inquiry, may embarrass some people. If someone is quite religious and recognizes only a church marriage, he may not consider a civil ceremony a true marriage.

ON THE JOB TRAINING

PHASE IV
A. UTILIZE THE
SKILLS OF
CASE AIDE
Trainee Reference

HOW DO I SEE MYSELF

Use of Terms

Perceptive:	I observed and felt sensitive to many things on the job.
Interested:	I liked the job. I would want to work at this job. I look forward to doing more.
Understanding:	I had a good idea of what I was doing. I knew what was expected of me.
Capable:	I felt confident in what I did.
Effective:	I worked well with the population.
Creative:	I came up with new ideas, I suggested new ways of doing things.
Helpful:	I was of real assistance, I made them feel better.
Frustrated:	I could not do what I wanted to do. I felt that I had been stopped.
Beneficial:	I felt good about the experience. I was helped. I learned something.

Name _____

Date _____

Rate yourself according to the specific job.

Circle the number that best fits your performance on each item.

- | | | | | | | | | | |
|-----|------------------------------|---|---|---|---|---|---|---|--------------------------|
| 1. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Not perceptive | | | | | | | | Perceptive |
| 2. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Disinterested | | | | | | | | Interested |
| 3. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Not Understanding | | | | | | | | Understanding |
| 4. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Uncapable | | | | | | | | Capable |
| 5. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Not effective with trainees | | | | | | | | Effective with trainees |
| 6. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Not effective with staff | | | | | | | | Effective with staff |
| 7. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Not creative | | | | | | | | Creative |
| 8. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Not helpful to trainees | | | | | | | | Helpful to trainees |
| 9. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Not frustrated in doing task | | | | | | | | Frustrated in doing task |
| 10. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Not a beneficial experience | | | | | | | | Beneficial experience |

MEDIA FOR ASSESSMENT OF SOME OBJECTIVES

<u>Objectives</u>	<u>Assessment Media</u>
1. Knowledge of facts, concepts, etc.	Written test
2. Laboratory skills	Performance test and product evaluation
3. Diagnosis of academic deficiencies	Interview and diagnostic instruments (electrical, mechanical)
4. Achievement in the Arts, Handicrafts, projects	Product evaluation
5. Background and previous achievements	School Record File
6. Achievement in general classroom activities	Classroom observation, classroom recitation
7. Attitudes	Questionnaire or interview
8. Aptitudes	Teacher observation, aptitude tests, interpretation of achievement tests
9. Independent activities	Essays, reports, logs of activities
10. Extra-Curricular Activities	Reports of extra-curricular

TRAINING OUTLINE

1. By observing clients at home and at work, trainees are becoming skilled at noting behavioral differences. Trainees will discuss what types of behavior in clients they feel should be changed. Should a client's basic nature be changed? Do all trainees agree on what behavior should be changed?
2. Everyone has occasionally tried to change the behavior of another person. Perhaps it was a sister or brother's behavior we tried to change, or a child's, or a husband's or wife's. Trainees will discuss and list ways in which they may have tried to change, or modify, another person's behavior. How successful were the attempts at change?
 - a. Was behavior changed by using force?
 - b. Was behavior changed by using suggestion?
 - c. Was behavior changed by using a change of occupation?
 - d. Was behavior changed by setting an example?
 - e. Was behavior changed by giving rewards?
3. Trainees will discuss motivation in changing behavior. What makes a person or child want to change his behavior? Can a person change his behavior unless he really wants to? How can a case aide help a child to want to change his behavior--in other words, to motivate his change?

4. The trainees will discuss whether there is a difference between "love" and "like". Is it possible to love a child and not like him at the same time? Is it possible for a case aide to like all the clients? Will a client change more rapidly if he is loved in spite of his bad behavior? What examples can the trainee give when he loved a person or child, but did not like his behavior? Would would the trainee do, in situations described, to change the behavior?

TRAINING OUTLINE

1. The trainees will obtain lists of the various welfare services within their own welfare system. These lists should include all levels from local to national, both public and private. A resource person, such as an administrator, will be asked to tell trainees about the organization of the welfare system. What are the different levels and divisions in the welfare system?
2. Trainees should visit welfare agencies of different levels within their district, including both public and private agencies. The trainee should report his findings to the group.
3. After completing the visiting and listing of welfare services, the trainees will design a welfare system of their own. Use the information gathered as a basis for the design. What programs should be added? Are any more services needed? Is there enough support for working mothers? Are there any welfare services which should be dropped?

TRAINING OUTLINE

1. All the trainees have been learning about being a case aide; but who has learned the most? The trainee will make a ranking sheet as to who has learned the most down to who has learned the least about being a case aide.
 - a. How does the trainee need to change?
 - b. Does the trainee need to try harder?
 - c. How will the trainee change?
2. The trainees will role play encounter situations between client and case aide. The trainee should think back on situations he may have observed while visiting families, or reading cases. The trainee will be able to think of many imaginary situations that might occur during a day. These situations might occur in the home, at work, during leisure time, at a hospital, a social agency, etc. The role playing situations will be video taped for feedback.
3. The trainees have met many situations both real and imaginary in which a case aide can be useful. Discuss the importance of the case aide, and why it is important to be one.
4. Not all people have the same amount of interest in the same area. The trainees will vary according to how dedicated they will really feel toward being a case aide. Trainees will rank each other according to dedication to being a case aide: who is the most dedicated, down to who is the least dedicated. How did the trainee feel about his individual ranking? Did the person who is the most active in the group get rated as the most dedicated? Is there a relationship between activity and dedication?

TRAINING OUTLINE

1. Not all persons are equally involved or interested in a welfare system.
The trainees will design a questionnaire to be used to find out the opinions of persons non-active in the welfare system. How do these people feel about the local welfare services? Do they believe they are needed, or that a good job is being done? Do they believe they should pay any taxes toward the services?
2. The trainee will use the questionnaire regarding interest of non-active persons. The trainee will question a few non-active members, some maybe friends or relatives. The trainees will report their findings and discuss them with the group.
3. The trainees may have attended meetings of other groups in the community. Now that he is developing more skill in observing, the trainee should visit a group using an observation form. The trainees will develop an observation form to be used while attending a meeting. Many questions may be asked regarding such things as interest, attendance, purpose, etc.
4. The trainee will visit a meeting and use the developed observation form. The trainee will report his findings and discuss them with the group.

MEETING OBSERVATION EXAMPLE

1. What was the overall purpose of the meeting:

- ☐ a. Understand problems of school.
- ☐ b. Understand problems of the community.
- ☐ c. Solve problems of the school.
- ☐ d. Solve problems of the community.
- ☐ e. Give information on the school.
- ☐ f. Give information on the community.
- ☐ g. Other _____.

2. Who planned the meeting:

- ☐ a. School administrator.
- ☐ b. Government representatives.
- ☐ c. Community leaders.
- ☐ d. Others _____.

3. Was the purpose achieved?

1	2	3	4	5	6	7	8
to no extent		to some extent			to full extent		

4. Was there participation:

- ☐ a. Meeting leaders did all the talking.
- ☐ b. Members of the audience did some of the talking.
- ☐ c. Equal talking by audience and meeting leaders.
- ☐ d. Meeting leaders let the audience do most of the talking.

5. How did the meeting function:

- ☐ a. Audience and leaders shared information.

- ☐ b. Audience and leaders solved problems together.
- ☐ c. Leaders gave solutions to problems to the audience for approval.
- ☐ d. Other _____

6. Will there be changes as a result of the meeting:

- ☐ a. Audience will be more supportive due to the meeting.
- ☐ b. Audience will not change as the result of the meeting.
- ☐ c. The community or school leaders will change as the result of the meeting.
- ☐ d. There will be no change as the result of the meeting.
- ☐ e. Other _____

General Comments : _____

1. Practice being a case aide.

This could be in a real contact with clients, or in simulated situations.

Try out the trainee's ability to be a case aide. Discuss your experience in the field with other trainees.

2. Rank which case aide skills are most important and which case aide skills are least important in the actual work conditions. Rate fellow trainees as to the use of their case aide skills.

3. Simulate a job interview with a possible employer. Video tape the interview and critique the entire process.

- a. Was the application filled out properly?

- b. Did the trainee look like a case aide?

- c. Did the trainee talk like a case aide?

- d. Would the trainee be hired?

Each trainee should have the opportunity to go through an interview, filling out applications, etc.

TRAINING OUTLINE

1. Trainees can be utilizing information regarding the typical day from the client's point of view. Trainees could invite clients to their group or could arrange to go to the Welfare Department and have an open discussion with clients regarding the typical day and what they expect of the welfare worker or case aide. Trainees should use group techniques with the clients so that information would be helpful to the trainees.
2. Make a composite list of what clients do regarding association with the welfare department, and their expectations.
 - a. How does this information help?
 - b. What can trainees do with this information?
 - c. How will trainees use this information?
3. Work with clients in as many varied situations possible to increase knowledge of clients. The trainees should work in the Welfare department, playgrounds, churches, community activities, private agencies, etc., to gain as much insight as possible into clients. Following a field trip or a work project, discuss what the trainees learned, and how this information can be utilized.

TRAINING OUTLINE

1. To help trainees understand the dynamics of relating to welfare staff, role play a welfare staff meeting. Each trainee should accept a role that could be a job in the Welfare Department (Director, case worker, community worker, secretary). Select a problem that could be discussed in a staff meeting and role play the meeting. Use video tape to help focus on the process of the meeting.
2. Discuss the various group roles as well as other dynamics of the meetings using the video tape for information.
3. Attend a real staff meeting to reality test the role play situation. Work with your instructor on arranging for a visitation. Develop an observation sheet for the meeting. Discuss the meeting after the visitation with fellow trainees.
4. Trainees have shared information with each other. How do they feel about motivation? Rank order on motivation to be a case aide. Discuss what the ranking means.

TRAINING OUTLINE

1. Trainee will need to understand the problems that will confront him regarding employment.
 - a. What are the real chances of getting a job as a case aide?
 - b. What contacts can be utilized in getting a job?
2. What alternatives are available for employment?
 - a. Employment that is similar in scope to a case aide.
 - b. What effect will having skill as a case aide have on gaining employment in a different field?
3. Trainees cannot be satisfied with the limited amount of education they have gained during this course. Plans must be made for continuing education and increasing skills. Trainees should make a list of possible educational and skill goals that they could achieve.
 - a. List possible classes that could be attended.
 - b. List additional skill training classes.
 - c. List personal improvement plans.

Discuss the importance of making plans for the future.

4. Develop a Force Field Analysis or conditions for and against success as a case aide.
As the result of the analysis, what should be done?

